

Purdue University Calumet
School of Education

Student Teacher Handbook

Elementary Education



SCHOOL OF EDUCATION

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CALUMET

Experiences for a Lifetime

Spring 2012

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Coordinator of Field Experiences
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How are Cooperating Teachers Chosen?

Current Purdue University Calumet cooperating teacher requirements include holding a valid Indiana teacher license in the subject area; a minimum of five consecutive years teaching experience in the same area of certification, and the formal approval of the building principal on the contract.

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SCHOOL OF EDUCATION
Department of Teacher Preparation

Dear Teacher Candidate:

Welcome to the exciting challenge of student teaching! During this experience, you will have opportunity to demonstrate all the knowledge, skills and dispositions you mastered. You will touch the lives of K-12 students with your cooperating teacher by your side, so you will be ready to walk into your own classroom and assure all students achieve! This experience will further reveal the true meaning of the School of Education's conceptual framework, *"Constructing Knowledge, Developing Practice, and Fostering Relationships."*

Your Cooperating Teacher and a University Supervisor will be resources for you throughout the experience. Please share both positive and negative experiences with them during your journey. They will serve as mentors and provide opportunities for you to grow in an authentic learning environment. Our goal is to ready you for entry-level teaching by preparing you with 21st Century skills that allow you to be a life-long learner. Then, as you continually gain experience and learn new things, you will become a master teacher.

Please read this handbook carefully and comply with the Contractual Agreement for student teaching. Both of these resources provide information about the school, Cooperating Teacher, student teacher, and dates for student teaching. If there are any exceptions requested relating to the original Agreement or Handbook policies, those exceptions must be approved by the Teacher Preparation Office in concert with the Cooperating Teacher.

Consistent attendance during the teaching days and at school functions is mandatory. The Student Teaching Attendance Policy clarifies attendance will only be excused for hospitalization or an emergency (e.g. death in the family). If you must be absent, immediately notify both your Cooperating Teacher and your University Supervisor. The Coordinator of Clinical Experiences may decide missed days will need to be made up. You must attend any extra-curricular school functions that are required of your Cooperating Teacher (convocations, faculty meetings, in- service days, PTA meetings).

Congratulations on reaching this level in our program and I wish you great success! Sincerely,



Cynthia Cole Robinson, Ph.D.
Head of Teacher Preparation

Plan for success with Purdue University Calumet

2200 169th Street ■ Hammond, IN 46323-2094 ■ (219) 989-2691 ■ Fax: (219) 989-3215 ■ www.purduecal.edu

Purdue University Calumet School of Education

Mission Statement

The mission of Purdue University Calumet's School of Education, in collaboration with other professional educators and agencies, is to prepare and support education professionals and related specialists who:

- apply the appropriate knowledge, dispositions, and performances in developing diverse approaches to educational strategies that are constructive, consistent and reflection of sound practice;
- are prepared to use current research, knowledge, and technology to empower the people they serve;
- are sensitive and responsive to the unique needs of themselves, of others, and of the diverse society in which they practice;
- Are advocates for and models of quality education and lifelong learning.

The School faculty is committed to providing the human and technological resources to enable students and themselves to develop as educational professionals in *constructing knowledge, developing practice, and fostering relationships*.

"Constructing knowledge" refers to the process by which individuals make meaning of professional information and develop personal theories about teaching, learning and human development. Individuals construct knowledge through structured educational activities and life experiences.

"Developing practice" refers to both the process by which education professionals improve how they do their job as well as to the process of developing and growing as reflective professional practitioners.

"Fostering relationships" refers to the development of those dispositions necessary to create mutually beneficial connections among people and educational institutions and organizations.

STUDENT TEACHING ATTENDANCE POLICY

In keeping with our mission to prepare you to become an advocate for and model of quality education, we require your daily attendance as a student teacher in your professional semester in order to meet this objective. We are confident that your developing professionalism makes this policy self-evident. But please familiarize yourself with the following statements that constitute the policy so that much of it becomes the standard by which you conduct yourself throughout your teaching career.

- Attendance is mandatory for all school hours, for additional required duties (study hall, recess and bus duty, for example), for after-school responsibilities (faculty meetings, conferences), AND for university-based student teaching seminars.
- Since you are a Purdue University Calumet student, attendance at Student Teacher Workshops takes precedence over any school function in the field. Do not plan to participate in a field trip or any other activity that conflicts with a workshop.
- Excused absences only include unforeseen emergencies such as your own hospitalization, a personal illness that requires immediate medical attention, or a death in the immediate family. (Verification is needed in all of the instances).
- No absences will be excused for personal business barring extraordinary circumstances. Caring for a sick child is not an excused absence.
- Student teachers must notify their Cooperating Teacher, University Supervisor, and Coordinator of Field Placements regarding ANY absences PRIOR to the start of the school day. The Coordinator of Field Placements will determine whether the absence is to be considered excused.
- If a student teacher has more than two excused absences, the student must make up those days in excess of two, during the semester in which the student desires to complete the student teaching course. A student who fails to do so must take an Incomplete in the course and retake student teaching in the following semester (pending the availability of a placement).
- If a student has any unexcused absences, (including school and classroom responsibilities as well as required workshops), the professional semester may need to be repeated.
- If a student is absent more than two days in a row, he or she must contact the Coordinator of Field Experiences and provide documentation for the reason of the absence.

STUDENT TEACHER RESPONSIBILITIES

In keeping with our mission, we ask that student teachers assume the following responsibilities in order to be sensitive to and responsible for the unique needs of themselves, others, and the "community" in which they are student teaching by:

- Becoming familiar with and observing school regulations.
- Learning the physical layout of the school.
- Learning as much as possible about the community in which the school is located.
- Learning the names of the pupils in their class(es) and staff members in the school.
- Becoming familiar with the classroom schedule and routines.
- Completing the Student Information Sheet and returning a copy to the University Supervisor on the first visit.
- Observing the instructional strategies and classroom management techniques employed by the Cooperating Teacher and reflecting upon them.
- Always engaging in professional conduct.
- Dressing appropriately for intended classroom activities.
- Assisting the Cooperating Teacher in routine, non-teaching tasks.
- Complying with the Contractual Agreement provided through the DTP Office, and notifying the same office if a change occurs in your name or address.
- Notifying the Cooperating Teacher, University Supervisor, and the Coordinator of Clinical Experiences in case of illness, absence, or unavoidable delay. Refrain from contacting them late in the evening or on weekends unless there is an emergency.
- Establishing an on-going dialogue with the Cooperating Teacher at a time convenient to the Cooperating Teacher.
- Keeping open communication with the University Supervisor.
- Informing the University Supervisor of any days pupils will not be in the classroom because of field trips, parent conferences, or other conflicts so that the University Supervisor can adjust her/his schedule.
- Submitting all forms and assignments to TaskStream by due date.
- Participating in any school function that the Cooperating Teacher must attend, such as convocations, faculty meetings, in-service days, PTA meetings, parent conferences.
- Attending all Student Teaching Workshops.
- Assuming full teaching responsibility, under guidance, a minimum of 10 weeks. This time period will begin once your cooperating teacher and university supervisor have determined that you have demonstrated both competence and confidence.
- Preparing all lesson plans for the following week and submitting them in advance to the cooperating teacher for review by Friday morning (prior to student arrival).
- Having daily lesson plans displayed on your desk available for review at all times.
- Making sure lesson plans for the following day are easily assessable before leaving for the day.
- Meeting with the University Supervisor as required.

- Completing required portfolio assignments: Learning Community Paper, Video Commentary, Two Integrated Sequenced Units, and Reflection on Teaching and Learning.
 - Keeping a reflective teaching log. This will be submitted to your university supervisor on a weekly basis.
 - Participating in a three-way evaluative discussion with cooperating teacher and university supervisor during week 7/8 and 15/16.
 - Setting up a mock interview with the principal in your building.
 - Attending at least one school board meeting in your district.
 - Keeping track of grades and averages on TaskStream.
 - Checking the Purdue Calumet email account on a daily basis
 - Providing a plan for an organized transition out of the classroom during the last 3-5 days of student teaching.
-
- If you are a dual general education/special education license teacher candidate it is imperative that you understand that your placement will be 8-weeks with the general education major and 8-weeks for special education. The best possible experience will be one that provides opportunities for inclusive programming and one-on-one and smaller group within the general education classroom. Purdue realizes, however, that many schools continue pull-out programs for students with mild disabilities and it may be necessary to transition between the two student teaching experiences. It is required that each dual license teacher candidate provide competency in an inclusive setting within the general education classroom. It is also expected that you show evidence during observations and every lesson plan submitted how you accommodated the plan for diverse learners. General accommodations are provided later and there is disability-specific accommodations listing in the Appendix of this document.

Failure to complete any of the above requirements may result in an unacceptable disposition.

Any assignment submitted after the due date will result in an unacceptable disposition.

ADDITIONAL STUDENT TEACHING INFORMATION

APPROPRIATE AND PROFESSIONAL DRESS: Body piercing, tattoos, flip flops, short skirts, dress with bare midriffs, and the wearing of headwear in school buildings or at any of our campus meetings is prohibited. You are expected to dress professionally to all school related activities and campus meetings. We also believe that the wearing of denim jeans to class is inappropriate. We realize that schools occasionally have "dress-down" days or special "spirit days" and we do encourage participation in those activities. If you have concerns about your dress, please consult with your cooperating teacher.

PROFESSIONAL CONDUCT: You are expected to act in a professional manner at all times, in and out of the school building. The social life within the community as well as the many teacher activities is important to a well-adjusted teacher. A student teacher should evaluate these responsibilities in the light of future professional responsibilities. Remember to always obtain your cooperating teacher's approval for anything sent home to parents. Make him or her aware of conversations you have with parents and include your cooperating teacher in parent-teacher conferences. Refrain from negative comments about the teachers, administrators, students, or the any other criticism. Avoid excessive cell phone usage while in the school building.

Your behavior at staff meetings and workshops is also important. Be an active listener during these meetings. Do not grade papers or work on assignments during this time.

EXPANDED CRIMINAL HISTORY REPORTS: All student teachers should have already obtained a new ECH report through Safe Hiring Solutions. **YOU WILL NEED TO HAVE THE EXPANDED CRIMINAL HISTORY REPORT ON FILE BEFORE YOU BEGIN STUDENT TEACHING.**

LIABILITY INSURANCE: All student teachers have Professional Liability Insurance through Purdue University Calumet.

TERMINATION OF ASSIGNMENT

Please be aware that the building principal and the Coordinator of Field Experiences (CFE) with the approval of the Head of the Department of Teacher Preparation (DTP) have the discretion and right to terminate a teacher candidate's student teaching assignment at any time. The DTP head or CFE must be informed immediately of any probable cause to discontinue the placement. Any teacher candidate who has been involuntarily removed from their placement must attend an exit interview within one week of the termination. Grades of W, I, or N will be issued to the teacher candidate depending on the circumstance of their removal. Additional disciplinary action such as an unacceptable disposition or removal from the program may also occur.

Interruption of Professional Experience

In keeping with university policy in the event that a candidate's professional semester is interrupted due to a documented extreme unavoidable absence (i.e. illness, death in the family, etc.) or other causes beyond the teacher candidate's control, he or she will receive a letter grade of "I" if the work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit. The incomplete grade is not to be used as a substitute for a failing grade. According to university policy, a teacher candidate may voluntarily withdraw from the professional semester. Should the teacher candidate wish to repeat the professional semester, he must submit a letter in writing to the CFE. The teacher candidate may be required to wait one academic year before completing the professional semester, complete a remediation plan, or be denied the opportunity to complete student teaching.

Non-Passing Grade (N)

Any teacher candidate who completes the professional semester but receives a non-passing grade for the semester is ineligible to apply for the State of Indiana teaching license. Should the teacher candidate wish to repeat the professional semester, he or she must submit a letter in writing to the CFE. The letter must identify areas of deficiencies as well as a plan to remediate those deficiencies. The CFE and the DTP head will determine if the teacher candidate will be allowed to resume student teaching.

Student Appeals Committee

After one academic semester the teacher candidate may appeal any decisions made by the CFE or the DTP head with the Student Appeals Committee (SAC). The SAC is comprised of two tenured faculty members and one non-tenured faculty member. The appeals committee will determine if the teacher candidate will be allowed to resume student teaching. The decision of the appeals committee is final. *A teacher candidate may repeat his or her professional semester only one time.* The teacher candidate will be responsible for all fees associated with completing his or her professional semester.

SUGGESTED ITEMS TO CLARIFY WITH COOPERATING TEACHER

- Appropriate hours and daily schedules, vacation dates, in-service dates, field trips
- Playground or study hall procedures
- Handling milk and/or lunch count
- Taking attendance
- Using office equipment, making copies
- Ordering supplies/requisition system
- Using learning centers
- Library procedures
- Grading Procedures, Conferences, Parent Meetings
- School expectations for planning
- Management techniques presently being utilized (e.g., school philosophy, discipline policy, and classroom management)
- Student support services being used (e.g., Title 1, speech/hearing, EL, RTI)
- Staff meetings
- Testing procedures and dates
- Parking

HELPFUL HINTS

- You need to receive approval from your cooperating teacher concerning anything you are sending home to parents. For example, if you are going to write a weekly newsletter, you must have it approved by your cooperating teacher before sending it home to parents.
- Your planning period is not to be utilized for working on portfolio assignments. Your planning period is to be used for grading papers, writing lesson plans, or working on classroom responsibilities. All portfolio assignments including your weekly reflective log need to be completed on your own time and not at school.
- Portfolio assignments cannot be revised once submitted to TaskStream. Read your rubrics carefully. For assistance, visit the writing center at PUC or have a friend proofread your assignment before submitting it to TaskStream.
- Make sure you cite your resources in your writing. If you retrieve information off of the school's website, you must cite your source properly. Use APA 6th edition guidelines in all of your written work.
- Begin your work early. Do not wait until the last minute to start your assignments. Your assignments are due on the date indicated in this handbook. We do not give extensions. For example, begin videotaping lessons at least a week before the assignment is due. You don't want to wait until the week it is due only to find out that there is something wrong with your video camera.
- All assignments must be double-spaced with one inch margins using a 12 point Times New Roman font. The page requirements for each assignment are guidelines for acceptable assignments. Page limits should not exceed 1/2 page over the page guideline.
- Your university supervisor will ask you about convenient times he or she can visit your classroom. Please be flexible. Unscheduled visits will also take place.
- Limit your cell phone and personal internet usage while in the school building.
- Check your social networking accounts and make sure they are private and professionally appropriate.

COOPERATING TEACHER RESPONSIBILITIES

The Cooperating Teacher is assigned by the School Corporation and is the link between the Student Teacher and the Corporation. Among these listed responsibilities, the Cooperating Teacher should become familiar with the responsibilities of the Student Teacher and University Supervisor.

The Cooperating Teacher is responsible for:

- Attending a mentoring workshop, held at Purdue University Calumet.
- Obtaining, completing, and returning an Honorarium voucher.
- Getting to know the student teacher before student teaching begins. A careful review of the student teacher's application and a pre-student teacher visit will prove beneficial. This information will aid in the student's development as a teacher.
- Preparing the students for the arrival of the student teacher.
- Reviewing the student teacher's requirements previously outlined.
- Hold student teacher to the attendance requirements previously outlined.
- Providing the student teacher with a desk or work area, instructional materials, and access to student records (if possible), audio-visual materials, and other equipment.
- Acquainting the student teacher with the school policies and procedures, classroom management techniques, and daily schedule.
- Orienting the student teacher to the faculty, staff, school (physical plant), School Corporation, and the community.
- Demonstrating a variety of effective teaching techniques.
- Acquainting the student teacher with the needs of the students, curriculum requirements, and various types of plans for instruction used in the school and classroom.
- Providing the student teacher the opportunity to assume full teaching responsibility, *under guidance*, for a minimum of a 10 week period; but not until such time as the student teacher has demonstrated both competence and confidence.
- Giving positive reinforcement and constructive criticism.
- Observing the student teacher's performance consistently and giving feedback with regularity (informal/formal conferences).
- Observing the student teacher teach two lessons and formally providing feedback by completing the rubric and comment page included in the handbook and in your folder. One lesson needs to be completed prior to the 8th week of the experience. One lesson needs to be completed during the second half of the experience. These observed lessons must be different lessons than the lessons observed by the university supervisor.
- Submitting the scored rubric to the university supervisor following a formal observation. One observation to be completed during the first 8 weeks of the experience and one to be completed during the second 8 weeks of the semester.
- Conferencing with the University Supervisor for the student teacher midterm and final evaluation using the disposition form. Meet with student teacher afterwards to discuss each of these evaluations.
- Maintaining communication with the University Supervisor during the student teaching time period.
- Contributing constructive criticism that will assist in the improvement of the student teaching program.
- Allowing the student teacher to observe other teachers in the building who might provide examples of good teaching.
- Provide a plan for an organized transition out of the classroom during the last 3-5 days of student teaching.



SCHOOL OF EDUCATION
Department of Teacher Preparation

To Whom It May Concern:

The use of student teachers as substitute teachers or the failure to employ a substitute teacher in the absence of the cooperating teacher creates a professional and legal dilemma for both the student teacher and Purdue University Calumet. Please be aware that Purdue University Calumet, therefore, has a policy restricting Education students from working as substitute teachers, while enrolled in student teaching or other field experience courses. The policy states, in part:

The student teacher may not "take over" or "cover" a class for any absent teacher, just as he/she cannot ordinarily act in place of a substitute teacher. In addition, the student teacher may not "take over" the class to which he/she has been assigned in order for the Cooperating Teacher to cover another class where a teacher is absent.

This policy has been put in place for a number of reasons. Among some of those reasons are:

The State of Indiana prohibits student teachers from working for pay.

The University has concerns regarding liability coverage, even though each student teacher is insured, when the student teacher is left without in-class supervision.

The University has concerns regarding the focus and continuity of the student teaching experience, when the student teacher is arbitrarily assigned to another classroom.

If you have any questions regarding this policy, please feel free to contact my office. Sincerely,

A handwritten signature in black ink, appearing to read "Cynthia Cole Robinson, Ph.D.".

Cynthia Cole Robinson, Ph.D.

Head of Teacher Preparation

Plan for success with Purdue University Calumet

2200 169th Street ■ Hammond, IN 46323.2094 • (219) 989-2691 ■ Fax: (219) 989-3215 ■ www.purduecal.edu

POLICY STATEMENT FOR STUDENT TEACHERS IN REGARD TO TEACHERS' WORK STOPPAGE

There is the possibility that student teachers from Purdue University Calumet could be assigned to a school where they would encounter a teacher walkout. Purdue University Calumet has a policy to maintain strict neutrality in conflicts relating to working conditions in the public schools to which students have been assigned for student teaching. In order to assist Purdue Calumet student teachers if a strike occurs during their student teaching experience, the Purdue University Calumet School of Education has adopted the following policy statement:

1. Student teachers have the right and the responsibility to carefully consider their own philosophy on the matter of a teacher strike. If a strike occurs at the student teaching site, the student teacher can make the decision whether or not to support the strike, depending on his/her professional belief. (Students may NOT participate in any picket action, however; see number 6 below.)
2. If a Cooperating Teacher continues to teach during the strike, the student teacher may continue to student teach under the direction of the Cooperating Teacher. The student teacher may not "take over" or "cover" a class for any absent teacher, just as he/she cannot ordinarily act in place of a substitute teacher. In addition, the student teacher may not "take over" the class to which he/she has been assigned in order for the Cooperating Teacher to cover for another class where a teacher is absent.
3. In the event that the Cooperating Teacher continues to teach, but the student teacher supports the strike, the student teacher may be absent from the school. However, in consultation with the Coordinator of Student Teaching, the student teacher should decide whether to be reassigned to another school system or to wait a limited time for settlement of the strike. In any case, the student teacher's grade will not be affected and, if necessary, the student teaching time will be extended. The student teacher must complete the stated contractual time period in order to receive a final grade.
4. In the event that the Cooperating Teacher does not support the strike and continues to go to school where there are no children, the student teacher must either consult with the Coordinator of Student Teaching in order to be reassigned or wait a limited time for settlement of the strike. The purposes of student teaching cannot be accomplished in a school where there are no children present.
5. In the event that the Cooperating Teacher is on strike and the student teacher prefers not to honor the strike, the student teacher must either consult with the Coordinator of Student Teaching in order to be reassigned or wait a limited time for settlement of the strike.
6. In the event that the Cooperating Teacher is on strike and active on the picket line, the student teacher must either consult with the Coordinator of Student Teaching in order to be reassigned or wait a limited time for settlement of the strike. In addition, since there is a liability/responsibility on the part of Purdue University Calumet, the student teacher may not, in his/her role as a student teacher representing Purdue University Calumet, participate in any picket action.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisor is the liaison between the Student Teacher and the University. The University Supervisor is assigned by the Coordinator of Clinical Experiences.

The University Supervisor is responsible for:

- Attending the Orientation Workshop and University Supervisor training workshops.
- Acting as liaison between the cooperating school, university, and the Teacher Preparation Office.
- Following an appropriate time schedule.
- Visiting with the school principal and Cooperating Teacher at the beginning of the semester to clarify questions and provide needed information.
- Discussing with office staff about maintaining a sign-in log for the student teachers.
- Monitoring the sign-in log and report any discrepancies to the Coordinator of Clinical Experiences.
- Approving the student teacher's working arrangements with the Cooperating Teacher.
- Meeting with student teacher prior to the student teaching experience to discuss expectations and responsibilities. This includes lesson plans and activities to be completed as well as an organized transition into full-time teaching.
- Reviewing the handbook with the student teacher and Cooperating Teacher.
- Reviewing the portfolio requirements with the student teacher and Cooperating Teacher.
- Making a minimum of six visits to the classroom which includes three formal observations.
- Logging all forms of communication (visits, telephone calls, emails) with the teacher candidate and cooperating teacher on the communication log.
- Providing the student teacher with feedback via the TaskStream rubric and comment section within a few days following lesson observations.
- Reviewing the student teacher's teaching log on a weekly basis and providing feedback.
- Completing assignment rubrics on TaskStream within two weeks of their submission.
- Consulting as needed with the building administrator or other appropriate persons regarding the student teaching experience.
- Collecting lesson observation rubrics and lesson plans from the Cooperating Teacher and recording rubric scores on TaskStream. One observation from the cooperating teacher must be submitted prior to the mid-term. One observation must be submitted after the mid-term.
- Arranging with the student teacher the dates and times of observations so that the student teacher will have lesson plans ready for that observation. Complete three formal lesson observations using the portfolio rubrics, and comment sheet. Scores then need to be recorded on Task Stream within one week.
- Suggesting appropriate student teaching sites and/or Cooperating Teachers to the Coordinator of Clinical Experiences.
- Conferencing with student about their lesson plans and suggesting teaching techniques and strategies to be tried.
- Discussing the mid-term and final disposition evaluation with the Cooperating Teacher and teacher candidate.
- Submitting 5 scores to Task Stream prior to mid-term. These scores will include the Learning Community Paper, Video Commentary, Cooperating Teacher Observation #1, University Supervisor Observation #1, and the Mid-Term Dispositional Audit.
- Approving a plan for an organized transition out of the classroom during the last 3-5 days of student teaching.

Indiana Teacher Licensing Tests

Praxis 1 All Areas

You Need to Take	Test Code	Qualifying Score
Praxis /Reading (computer) or	5710	176
Praxis/Reading (paper)	710	176
Praxis/Writing (computer) or	5720	172
Praxis/Writing (paper)	720	172
Praxis/Mathematics (computer) or	5730	175
Praxis/Mathematics (paper)	730	175

Composite Score: **527** --To fulfill the Praxis 1 composite option, the sum of your individual Praxis 1 scores must meet or exceed the composite score.

Praxis 2 Certification in Elementary Education

You Need to Take	Test Code	Qualifying Score
Elementary Education: Curriculum Instruction, and Assessment (computer) or	5011	165
Elementary Education: Curriculum Instruction, and Assessment (paper)	5011	165
and		
Reading Specialist	300	370

The Indiana Professional Standards Board recently approved Elementary Education: Multiple Subjects (5031) as the new test for Elementary Education licensure. The test will first be administered in December 2011. It is a computer-delivered test, and is not offered on paper. Beginning in December 2011, candidates will have a choice of taking Elementary Education: Multiple Subjects (5031) OR taking both Elementary Education: Curriculum, Instruction and Assessment (5011/0011) and Reading Specialist (0300). Beginning September 1, 2012, only the Elementary Education: Multiple Subjects (5031) test will be accepted.

Passing scores:

- Reading/language arts 165
- Mathematics 164
- Social studies 155
- Science 159

The list of approved tests for Indiana can be found at the following page: <http://www.ets.org/praxis/in/requirements>.

IMPORTANT DATES SPRING 2012
Elementary Teacher Candidates

Friday, January 13 th	Student Teaching Orientation Anderson Room 148 8:30 a.m.-12:30 p.m.
Friday, January 20 th	Learning Community Paper due to TaskStream
Friday, February 17 th	Video Commentary due to TaskStream Copy of video due to University Supervisor
Friday, March 2 nd	Midterm Dispositions/Midterms grades due to Taskstream
Friday, March 2 nd	Integrated Sequenced Lesson Plan #1 due to TaskStream (math/science)
Monday, April 9 th	Integrated Sequenced Lesson Plan #2 to TaskStream (language arts/social studies) due
Friday, May 4 th	Last Day in the Classrooms/Final Disposition due
Monday, May 7 th	Final Reflection Due to TaskStream

TEACHING LOGS

Keep a teaching log. Each week, logs should be no less than 500 words. It will be important to label your entries with the dates.

(Example: January 17, 2012 — January 21, 2012)

During the first few days of your student teaching experience, this may include observations of teaching and student behaviors, your planning process, and future practice and implementation. When you begin teaching your lessons, your log needs to reference your teaching and student learning/behaviors.

The teaching log is a way to communicate with your university supervisor. Your logs will not be shared with anyone but your university supervisor. Your university supervisor will determine if your teaching log should be hand-written or typed. This will be submitted on a weekly basis in a manner as decided by your university supervisor.

The teaching log is a reflective writing assignment. It is an opportunity to share experiences and reflect on what you gleaned from them.

If your university supervisor will be reviewing your teaching log during his or her visits, make sure to keep your teaching logs in a secure, private area.

Your teaching logs DO NOT get submitted to TaskStream!

STUDENT TEACHING PORTFOLIO



SCHOOL OF EDUCATION

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Experiences for a Lifetime

SPRING 2012

SUBMITTING PORTFOLIO ASSIGNMENTS

TaskStream is an electronic portfolio system. You will be utilizing this system for your entire professional semester. Please check when your account will be expiring and update your account within the first two weeks of the semester.

Student teachers are required to submit all of their portfolio assignments via TaskStream. Your university supervisor will score all of your assignments via TaskStream using the assigned rubrics.

Your university supervisor cannot score any of your portfolio requirements until you submit them to him or her via TaskStream. It is your responsibility to submit the assignment with the corresponding artifacts properly uploaded.

Your assignments must be submitted by the due date. Any late submissions will result in scores of zero for all indicators and possible termination of the professional semester.

All assignments should only be submitted to one Task Stream location. You can submit multiple files for one assignment. Do not submit an assignment to more than one column in TaskStream.

If you are unsure of how to use the system, you need to ask for assistance BEFORE the assignment is due. There will be NO excuses for late assignments. Late assignments will result in an unacceptable disposition.

If you are experiencing difficulties with TaskStream, call the TaskStream helpline at 1-800-311-5656 or email helptaskstream.com.

Assignments not submitted in the correct format will receive a score of zero for all indicators. All assignments must be double-spaced, using 12 point Times New Roman font, having one inch margins. All submissions must adhere to the page limits.

You are advised to check your TaskStream account at the beginning of the Professional Semester. You may need to renew your account. You can renew your account online. If you have any questions, please contact the Department of Teacher Preparation at 219-989-2360.

Grade Sheet

Assignment	Average Score	Multiplier	
Learning Community		6	
Video Commentary		6	
Cooperating Teacher Lesson Observation #1		10	
University Supervisor Lesson Observation #1		10	
Mid-Term Dispositional Audit		5	
MID-TERM AVERAGE - DIVIDE SCORE BY 37			
Set of Sequenced Lesson Plans #1		10	
Cooperating Teacher Lesson Observation #2		10	
University Supervisor Lesson Observation #2		10	
Set of Sequenced Lesson Plans #2		10	
University Supervisor Observation #3		10	
Final Dispositional Audit		5	
Reflection on Teaching and Learning		8	
FINAL AVERAGE - DIVIDE SCORE BY 100			

Teacher candidates earning a mid-term average of less than 2 will be required to meet with the Coordinator of Field Experiences. Teacher Candidates earning a final average of less than 2 will receive a non-passing grade for the course.

THE LEARNING COMMUNITY

This entry provides information about your students and the community from which they come. You will also describe the different aspects of the learning community developed in your classroom.

Your paper should be organized, coherent and demonstrate clear and consistent usage of appropriate writing conventions (e.g., punctuation, grammar, and capitalization) with no errors.

Write a paper of at least three but no more than four pages, double-spaced, 12 point font, giving an overview of the students you teach and the learning community you will serve. In your paper, respond to the following questions or prompts:

- Briefly, describe your school and the community that it serves. Use demographic data to support your description. Site your resources properly.
- Describe what classroom management strategies are currently being utilized and how you might adjust these strategies to fit your teaching style. You should go beyond the classroom or school-wide established discipline plan. Do not simply explain the token economy or reward system designed by the teacher. Give examples of how you will keep students on task.
- How will you adjust your instruction, curriculum, and behavioral management strategies to meet the individual needs of all students in your class? Discuss students with special needs and how you will use resources such as school personnel or specific supplemental materials to meet the needs of all students. Your paper should include references to students with special needs who have been identified or have an Individual Education Plan. Give specific examples of accommodations and modifications that could be implemented.
- Describe how you will provide students with opportunities to understand and appreciate diverse cultures, various ability ranges, and differing perspectives of their peers.
- Describe the strategies and the specific materials that you would use to maintain an equitable learning environment for diverse populations where students accept and appreciate their own similarities and differences in relation to others.
- Discuss how you will involve parents in the learning process. Explain how you will collaborate with other professionals in your building and include ideas of how you will involve community stakeholders.

The assignment will be scored by your university supervisor. This paper needs to be submitted to your university supervisor via TaskStream by January 20th. Post all work for this submission under "Learning Community". Your university supervisor will score your paper using the rubric on the following page.

LIVE LESSON OBSERVATIONS

Your cooperating teacher and university supervisor will informally and formally observe you teach.

Five of the observations will be formal observations which will be assessed using the lesson observation rubric. You will submit your lesson plan and a reflection after teaching the lesson to Task Stream within 24 hours of the observation.

Your cooperating teacher will formally evaluate two of your lessons. One must be before the mid-term disposition and one must be after the mid-term disposition. You will give a copy of your reflection to your cooperating teacher within 24 hours of the observation.

Your university supervisor will formally evaluate three of your lessons, one before mid-term and two after mid-terms. You will submit a reflection to Task Stream within 24 hours of your observation.

The assessment using the rubric focuses on how well you:

- Write lesson plans that demonstrate a knowledge of the academic standards and a variety of instructional methods and strategies
- Implement the methods or strategies appropriate for your grade level as described in your lesson plan
- Provide innovative approaches or a creative format for your lesson
- Provide assessment opportunities for the students by creating an original assessment rubric designed to measure student comprehension of the lesson. Discuss other assessment strategies or instruments used.
- Demonstrate classroom management strategies. Keep students on task and actively engaged in the lesson.
- Help students make connections to prior knowledge and integrate content from other subject areas
- Demonstrate accurate content knowledge beyond the prescribed lesson
- Make decisions in action, anticipate and solve problems before they arise
- Reflect on possible lesson revisions using assessment data, student observations, and personal reflections to better meet the needs of the students
- Demonstrate adherence to oral Standard English
- Utilize communication skills including audience awareness

The assessment will also focus on the written lesson plan and reflection you provide to your cooperating teacher and university supervisor.

You are also required to write a reflection after each lesson. This reflection should explain what you thought went well, share assessment outcomes, and what you would change if you were to teach this lesson again.

- How many of your students met your lesson objective?
- Did any particular student(s) struggle?
- In what ways?
- What, then, do these results imply for your next lesson in this content thread?

An acceptable reflection will be between 1 — 2 pages in length. This reflection and all lesson plan materials must be submitted through Task Stream under "Observation" and are due within 24 hours of each observation.

SET OF INTEGRATED SEQUENCED LESSON PLANS

You will develop an instructional integrated sequenced set of plans to analyze student performance. The set consists of 5 consecutive lessons on a focused concept or theme.

- Dual licensure teacher candidates will complete an integrated sequenced unit for math/science (due March 2, 2011). Your instructional sequence must reference Common Core Standards and Indiana State Academic Standards.

The Set of Integrated Sequenced Unit Plans will include the following components:

- Unit plans for a minimum of five consecutive formal lessons of instruction focused on a concept or a set of related concepts, integrating math/science and language arts/social studies. Lessons must reflect a variety of instructional methods and teaching/learning strategies appropriate for the grade level.
- Sample work from two students. You will remove the student names from the work and label the pieces **Student A** and **Student B**. Work samples should include daily work samples, and formative and summative assessments.
- Analyze student performance and create a graph, chart, table, or written description of student progress for the **entire** class illustrating learning throughout the sequence.

Each lesson must include a 3-4 page reflection discussing the following:

- A. What went well with the lesson - some part that you would definitely do again? Why did it go well? Please provide specific examples from the lesson.
- B. What didn't go well with the lesson – some part that you definitely wouldn't do again? Why didn't it go well? Please provide specific examples from the lesson.
- C. What did you learn today that will help you the next time you are in the classroom? Please provide specific examples from the lesson.
- D. What did the students learn today? Please provide examples of the formative and/or summative assessment used during the lesson.
- E. How do you know they learned the material? Provide both **Quantitative** evidence (numbers or percentages from an assessment tool) and **Qualitative** evidence (direct quote from students, either heard during discussion or written in notebooks).
 - **How many of your students met your lesson objective?**
 - **Did any particular student(s) struggle?**
 - **In what ways?**
 - **What, then, do these results imply for your next lesson in this content thread?**
- F. Discuss how you adapted your lesson to benefit all students. Give specific examples of students with special needs and how you met those needs.

A final written commentary of 3-4 pages at the conclusion of the lessons should answer the following questions or prompts:

- Provide evidence of a variety of effective assessment strategies/instruments you utilized to accurately measure student learning.
- How did you make connections between prior knowledge and new learning experiences? Explain how you integrated other content areas into the lesson sequence.
- Illustrate your understanding of accurate content knowledge. What content knowledge did you bring to the lesson beyond what was supplied in the teacher's guide or manual?
- What decisions did you make in action? Give examples of problems solved before the lessons were taught.
- Discuss how assessment data and other sources were utilized to revise lesson plans to meet the needs of the students.
- Provide a variety of out-of-classroom activities that engage students in learning experiences related to lesson objectives.
- How did you utilize technology to maximize student learning? What hands-on/minds-on opportunities did you provide for the students? If technology is not available, how could you use technology for these lessons?
- How did you adjust instruction, curriculum, and behavior management strategies to meet the needs of all students? How did you utilize school personnel to help meet these needs? What specific supplemental materials/strategies did you use to meet these needs?
- Discuss how you utilized materials which offer a variety of strategies promoting an equitable environment while being sensitive to diverse populations.
- Explain how the lesson plans could be revised or modified when teaching the lesson sequence again. Provide an explanation for your revisions.

You will submit everything in an organized fashion, preferably a binder with tabs, to your university supervisor. You will submit everything to TaskStream except the student work.

Integrated Sequenced Unit Plan (math/science) due Friday, March 2, 2012

STUDENT TEACHING SPECIAL EDUCATION
PUC Supervisor: Dr. Michael Livovich

Artifact

Comprehensive Five Day Unit of Study in Reading, Language Arts and/or Mathematics

General Description: The teacher candidate will develop, according to the individualized education program (IEP) of one or more students, state standards, and current classroom status in the reading, language arts, and/or math resource materials, **a set of five lesson plans for the following continuum:**

- **Inclusive Lesson Plan**, which must be delivered before the elementary portion of the student teaching experience is completed; Inclusive Teaching is where you teach to the class and you provide the lesson plan and accommodations.
- **Co-Teaching Lesson Plan** delivered between the 6th to 14th weeks of the student teaching experience. It is imperative that you understand that accommodations for diverse learners must be detailed; Co-Teaching is where you and the general education teacher teach a lesson together
- **Collaborative Lesson Plan** delivered between the 7th -14th week of the student teaching experience. It is imperative that you understand that accommodations for diverse learners must be detailed; Collaboration is where you use the general education teacher's lesson plan and you modify (accommodate) it for diverse learners
- **Small group Lesson Plan** either delivered in the classroom with students with IEP's, Section 504 Plans, RTI participants, or students not yet in the process, but this may not be provided in the LD Resource program before the 16th week. It is imperative that you understand that accommodations for diverse learners must be detailed; Small group is where you develop a separate lesson plan for a small group to teach a grade level, appropriate skill
- **One-on-one Lesson Plan** for students identified, labeled and having an IEP in the LD Resource room before the 16th week. It is imperative that you understand that accommodations for diverse learners must be detailed; Individualized instruction is where you develop a lesson plan for an individual student either in the general education classroom or in the LD Resource room.

The PUC Supervisor will observed three of the five and the Host teacher will observe the other two.

The Lesson Plans must include technology to enhance learning and must observe at least the competent rubric (below) for each standard listed. The lessons must be taught to the selected individual or group and the Purdue University Calumet (PUC) supervisor must be notified when the lessons will be delivered so an observation of at least one lesson may be made. The PUC Supervisor will observe a minimum of three times, which includes the Inclusive lesson, but the Supervisor will make every attempt possible to observe an example of each of the five (5) lessons. The candidate will meet with the host teacher and the PUC supervisor following the observation at a time arranged and convenient for all parties. Suggestions, recommendations, and/or constructive criticisms will be provided by the host teacher and/or the PUC supervisor and the candidate will be afforded an opportunity to revise and re-deliver the lesson or he/she will provided the permission to continue under the host teacher's guidance with support, as needed from the PUC supervisor.

A comprehensive report will be filed with specific details provided as described below as an artifact for the student's portfolio.

Specific Requirements:

I. Follow the Lesson Plan Template provided you.

II. Five-Day Comprehensive Unit of Study (Five Lesson Plans)

(The candidate must construct a lesson plan observing the following required elements for each of the five lesson plans)

A. Subject:

B. Long Range Goals:

C. Short term Objectives:

D. Related State Standard(s):

E. Date(s) of PUC Supervisor Observation:

F. Lesson:

G. Date:

H. Lesson Location:

I. Research-Based methods/Best Practice Employed:

J. Mode of Instruction:

K. Anticipated Duration of the Lesson:

L. Evaluative Criteria:

III. Recommendations for Future Lesson Planning

IV. Follow-Up/Methodology Changes (suggestions for modification, recommendations to the staff and/or case conference committee)

V. Reflective essay on the delivery of the five lesson plans (Unit of Study), what was learned, insights gained, changes that you will make.

VI. References (list all references utilized in the recommendations)

The Comprehensive Unit of Study will require the following:

Title page: Header in upper right-hand corner with: Artifact EDPS 49700-include page number after the Title Page.

Title of the report: Comprehensive Unit of Study

Your name:

EDPS 49700 Student Teaching

Professor: Dr. Michael Livovich

Purdue University Calumet

APA Style

12 pt. font/New Times Roman, no less than 10 pages total

Report to include all VI sections

Report due to electronically to professor: Friday, May 4, 2012

Report due to TaskStream: Monday, May 7, 2012

VIDEO COMMENTARY

Videotape a lesson in which you are working with the entire class.

The lesson should be clearly audible and focus on significant interactive exchanges among students and between teacher and students as described in the rubric. In order to capture elements of effective instruction and student learning, you will need to produce a video of reasonable audio and video quality. Videotape several lessons and select the best quality.

The video must be 30 minutes of an unedited lesson recorded on a DVD. This is not a television production. The DVD **MUST NOT** be started and stopped for any reason. No editing will be allowed. The purpose of this exercise is to critique your own teaching. It should not be a staged lesson.

At least once, scan the entire classroom to provide a context for the room arrangement.

Write a commentary of 3-4 pages, double-spaced, 12 point Times New Roman font. Identify the date of the video.

You are writing about your thoughts and ideas once you have watched your video several times. You may find it necessary to pause the video to take notes. Reflect on the following questions to write your commentary:

- What various teaching strategies did you implement? Were they successful?
- How did you assess your students' level of understanding? Discuss the assessment strategies and instruments utilized. How well did they measure student learning?
- Comment on your classroom management strategies as illustrated in the video. How did the strategies promote an environment that encourages purposeful learning? Did you observe a need for the use of other management strategies?
- How did you assist students to connect prior knowledge with new learning experiences? Comment on the evidence from the video. How did you integrate other subject areas?
- Was your content knowledge accurate? What additional knowledge might improve the lesson?
- What types of decisions did you need to make during the lesson? Why did you make those decisions? Are there other alternatives if the situation arose again? Comment on anticipated problems that did not show up on the video because you solved them in advance.
- Comment on your presentation of standard spoken English. Did you make any grammatical errors while speaking? Give suggestions for improvement where appropriate.
- Comment on audience awareness with evidence from the video. Were there inconsistencies with eye contact, voice projection, or proximity? Did you provide clear and consistent feedback to the students' when evaluating their work and or comments? Give suggestions for improvement where appropriate.

Submit your reflection and the formal lesson plan for the lesson you videotape via Task Stream. All of your work for this submission should be posted to TaskStream under the column "Video Commentary". You need to give a copy of your DVD and a copy of the lesson plan to your university supervisor. Your video **WILL NOT** be uploaded to Task Stream. Your written reflection will also be evaluated on the quality of the writing as outlined in the rubrics. As always, your writing should be organized and coherent. Make sure you support your points with evidence. Your paper should be error-free.

This video is due to your supervisor and the reflection is due via TaskStream by February 17, 2012.

FINAL REFLECTION ON TEACHING AND LEARNING

A final reflection will be electronically transmitted to the Professor and TaskStream by

Monday, May 7, 2012.

This requirement will be no less than 2 pages typewritten and will include reflections on your combined elementary and special education experience in EDPS 49900. This reflection will include the following:

- Summary of the 16-week experience (no less than ½ page)
- Reflections on the experience
- Recommendations for the future of the dual license requirements for the Department of Teacher Preparation that would make the experience richer.

Review your entire portfolio and reflect upon your student teaching experience.

Use the following prompts as a guide:

- Discuss the range of classroom management strategies you utilized. Give examples of techniques that were attempted or implemented.
- Discuss out-of-classroom activities that were used to engage students in learning experiences and how they related to lesson objectives.
- Comment on how the ability to make effective decisions-in-action in the classroom. Give examples of situations that demonstrate your ability to solve problems before they arise.
- How did you evaluate the outcomes of teaching and learning? What types of data did you use to support your decisions? Give examples of how this data was used to revise the lesson plans to meet the needs of the students.
- Discuss how you used technology in the classroom to maximize student learning. Did the students have an opportunity to use technology in a hands-on manner?
- Discuss how you adjusted instruction, curriculum, and behavior management strategies to meet the individual and special needs of students. Include examples of how the use of school personnel and specific supplemental materials/strategies were used to meet these needs.
- What materials and strategies were used to provide the opportunities for students to understand and appreciate the diverse cultures, the various abilities ranges, and the various perspectives of others? How did you promote an equitable learning environment while being sensitive to diverse populations?

- Describe how you included parents in the learning process. Give examples of how you collaborated with other professionals beyond what is place at the school. Illustrate how community stakeholders aided in the learning process.
- How did your ideas of teaching change throughout the semester? Why were these changes made? What were some misconceptions you had when you began?

As always, your paper will be graded on the quality of the writing. Your paper should be organized, coherent, and adhere to standard written English. Your paper needs to demonstrate clear and consistent usage of appropriate writing conventions with no errors.

Submit this final reflection via TaskStream under the "Final Reflection" heading by May 7, 2012.

DISPOSITION POLICY

You will also be evaluated on the professional dispositions twice throughout the semester. Your university supervisor and cooperating teacher will discuss your progress using the disposition sheet.

Exemplary dispositions may be given to a teacher candidate at any time during the professional semester by the cooperating teacher, principal, university supervisor, or any other involved university personnel or faculty member.

Unacceptable dispositions may be given to a student teacher at any time during the professional semester by the cooperating teacher, principal, university supervisor, or any other involved university personnel or faculty member. Any student teacher receiving an unacceptable disposition will be required to meet with the Head of the Department of Teacher Preparation. This disposition will become a part of the student's file. Each disposition will be reviewed on a case by case basis. Termination of the professional semester is the discrimination of the Head of the Department of Teacher Preparation.

DTP Dispositions Policy and Procedures

Your conduct in classrooms, both at Purdue University Calumet and in area K-12 schools, as well as your attitudes about teaching demonstrates your disposition as a developing teacher candidate. Faculty, cooperating teachers, and university supervisors evaluate these attitudes and behaviors, formally and informally, as you progress through the program.

The nature of the dispositions to be evaluated is:

- timeliness and attendance
- preparedness
- flexibility
- maturity
- reflective practice
- respect
- integrity
- willingness to actively engage in collaboration
- demonstration of your interest in life-long learning

Evaluation of the Dispositions

Familiarize yourself with the Exemplary Dispositions Notification forms and Unacceptable Dispositions Notification forms which can be found in your Department of Teacher Preparation handbook. These forms are provided and explained to you in detail during your freshman year experience course and/or during fall/spring Department of Teacher Preparation orientation.

Informal Evaluations

Informal evaluations of dispositions can be done at any time when exemplary dispositions are displayed, or if an unacceptable disposition is displayed, either in a classroom setting or outside of it. In general, our expectation is that you will conduct yourself in a professional manner at all times, and that your behavior and attitudes will reflect the standards of acceptable dispositions.

Exemplary Disposition

The Teacher Preparation Exemplary Practice Notification is used to recognize that you have demonstrated a disposition in exemplary fashion, going beyond what is expected of you in your coursework and/or field experience. For instance, volunteering outside of class to assist a classroom teacher beyond what is required may be an example of your willingness to actively engage in collaboration, a demonstration of an exemplary disposition. A teacher candidate may receive an unlimited number of exemplary disposition notifications.

Any staff or faculty member can award the Exemplary Practice Notification. You will receive a copy, and a second copy will be placed in your file. You may use these forms in your portfolio as evidence that you have demonstrated excellence in that disposition.

Unacceptable Disposition

Any faculty or staff member can issue the Unacceptable Disposition Notification in the event that your conduct does not meet the standard of professional conduct. The purpose of this notification is to emphasize the importance of discontinuing a particular conduct that interferes with your progress through the Teacher Preparation Program, is contrary to one of the program's dispositions, or is not in accordance with university policies per the Purdue University Calumet Student Handbook and/or Civility Code.

Unacceptable dispositions can take many forms and may consist of not meeting what is expected of you in your coursework, such as habitual tardiness. However, Unacceptable Dispositions Notifications also address more serious infractions, such as illegal and/or unethical conduct, such as behavior that places K-12 students in potential jeopardy.

A teacher candidate who receives **three** Unacceptable Disposition Notifications will be dropped from the program. In the event that the candidate receives more than one Unacceptable Disposition Notification from a single faculty or staff member, the Head of the Department may request a meeting to discuss the situation and may propose a waiver of the "three strikes" rule. However, in circumstances when the infraction is related to illegal conduct and/or threatens the safety or welfare of self or others, the Teacher Preparation Program reserves the right to immediately drop the teacher candidate from the program, at the discretion of the Department Head, following appropriate due process as identified by the guidelines at Purdue University Calumet.

Unacceptable Disposition Process

First and Second Incident

When an unacceptable disposition has occurred and been identified by a faculty or staff member, you will be notified that you must meet with the faculty or staff member to discuss the unacceptable conduct. You and the faculty or staff member will review the Unacceptable Disposition Notification together and, if appropriate, discuss and develop a plan for improvement. You will have the opportunity to write a response on the document. After signing the document, you will receive a copy, and a second copy will be placed in your file.

In the case of serious infractions, such as illegal and/or unethical conduct, or if you refuse to sign the document, the department head will initiate a meeting with you. In this meeting, the department head will assist you in understanding the ramifications of the conduct and may

- discuss how to change the conduct
- place you on probation within the program
- separate you from the program

If the decision is made to separate you from the program, you will receive a letter from the department head stating the decision. Copies of all documentation will be placed in your file.

Third Incident

When a third unacceptable disposition has occurred and been identified by a faculty or staff member, you will be notified that you must meet with the faculty or staff member and the department head to discuss the unacceptable conduct. You, the faculty or staff member, and the department head will review the Unacceptable Disposition Notification together. You will have the opportunity to write a response on the document. After signing the document, you will receive a copy, and a second copy will be placed in your file. In this meeting, the department head may

- place you on probation within the program
- separate you from the program

In the event that the candidate has received more than one Unacceptable Disposition Notification from a single faculty or staff member, the Head of the Department may propose a waiver of the “three strikes” rule.

If the decision is made to separate you from the program, you will receive a letter from the department head stating the decision. Copies of all documentation will be placed in your file.

NOTE: If you chose to not meet with the faculty or staff member that has contacted you regarding an unacceptable disposition, a request will be sent to the Department Head who will initiate a meeting with you. If your conduct includes an illegal and/or safety issue, the Department Head will be immediately notified and, at his/her discretion, may initiate the termination from the program process, following appropriate due process as identified by the guidelines at Purdue University Calumet.

Appeals

You may appeal the decision of the faculty/staff by applying to the head of the Department of Teacher Preparation. You must submit a printed letter to the Department Head stating your disagreement with the report within 14 business days of the initial meeting with the instructor. The department head may decide to leave the report as is, or may overturn it, in which case a note will be attached to the documentation in the file.

You may appeal the decision of the head of the Department of Teacher Preparation by applying to the Dean of the School of Education. You must submit a printed letter to the Dean of the School of Education stating your disagreement with the report within 14 business days of the initial meeting with the Department Head. The dean may decide to leave the report as is, or may overturn it, in which case a note will be attached to the documentation in the file.

After the appeal process is completed, you will receive a letter from the Dean of the School of Education stating whether the decision is to drop you from the program or retain you in the program.

Note: As noted in the Student Handbook, you have the right to appeal decisions concerning disciplinary penalties, and the right to a formal hearing through established appeals procedures.

Systematic Assessment of All Candidates Using Task Stream

Systematic dispositions are weighted at 10% of the cumulative rubric score at each gate in the elementary and secondary programs. These scores will be generated using a rubric made up of the nine dispositional criteria (e.g., preparation) to be graded on a four-point scale (3, 2, 1, and 0)

As part of this process, if a teacher candidate receives on any single criteria two dispositional zeros (0) based on the average between the faculty and host teacher evaluation, a formal unacceptable disposition form will be completed along with a recommendation plan. The disposition form will be signed by the student, Department Head, and filed in the student file. Dispositional data will be stored and monitored at the end of each semester by the DTP administration.

Midterm disposition due Friday, March 2, 2011

Final Disposition due Friday, May 4, 2011

Purdue University Calumet Department of Teacher Preparation

Exemplary Disposition(s) Notification

Candidate Name: _____ Candidate ID # _____ Date of Event: _____ Today's Date _____

Program/Certification: _____ University Personnel: _____ Course # _____ Section # _____

Cooperating Teacher: _____ School Name _____ School District: _____

Candidate Signature

Date

Cooperating Teacher Signature (if applicable)

Date

University Personnel Signature

Date

Head of Department of Teacher Preparation

Date

Exemplary Dispositions	Check Appropriate Box(es)
Goes beyond attendance policy required by the syllabus.	
Goes well beyond required preparation for class/student teaching; e.g., evidence of completed assignments, written notes, questions, other responsibilities.	
Demonstrates unfailing flexibility regarding course content, class scheduling, and other changes deemed necessary by faculty.	
Consistently accepts and solicits feedback and makes appropriate adjustments to enhance personal growth. Analyzes and synthesizes interactions and comments to make appropriate adjustments that promote a positive working environment.	
Always suspends initial judgments; receptive of critical examination; makes reasoned decisions with supporting evidence.	
Always enlists others to promote exceptional group interaction and productivity.	
Demonstrates without exception, sensitivity with respect to language use including fairness and the belief that all students can learn; sets and maintains high expectations for self and others, shows unfailingly courtesy and consideration for people and multiple perspectives.	
Always: demonstrates curiosity, creativity, and intellectual interest regarding course content, processes, and tasks; welcomes and seeks out new and rigorous learning opportunities.	

Describe what transpired and the context in which the situation occurred:

**APPENDIX A
DAILY LESSON PLAN TEMPLATE**

Day of lesson and topic:	
Common Core & Indiana Academic Standards http://www.corestandards.org/the-standards <i>(What do students need to know?):</i>	
Subject area and grade level/Targeted audience:	Estimated time required:
Objectives and/or Section 504 Plan items addressed: <i>(stated in terms of what students will know, understand or be able to do after the lesson) :</i>	
Teacher Background Information:	
Student Background Information (consider learning continuum)	
Materials needed and preparation beforehand <i>(What will you need to carry out this lesson?):</i>	
Teaching Methods/Strategies <i>(What is the best way of teaching this knowledge? TBPW methods such as reading-as-thinking, small group activities, representing-to-learn, classroom workshop, authentic experience, direct instruction, presentation, concept teaching, inquiry learning, creative problem solving, cooperative learning, simulation, and/ or discussion)</i>	
How will you incorporate technology for the lesson and for the students?	

Differentiated Instruction: *(How will I teach to accommodate students with special needs?)*

Consider what you learned from observing students during your guided observation during which you focused on a student with special needs. Also, consider what you have learned in the Introduction to Special Needs course. If you had the student(s) whom you focused on for that observation in your class, what accommodations would you make for him or her?)

Diverse Learners/Multiple Intelligences Targeted *(How will I teach to meet the needs of people who learn in a variety of ways? i.e. verbal/linguistic, musical/rhythmic, logical/mathematical, visual/spatial, bodily/kinesthetic, intrapersonal, interpersonal, and/or naturalist)*

Instructional Procedures *(and estimated time required for each activity)*. Include specific examples you will use, specific questions you will ask.

Engage/Lesson-initiation (“Hook”):

Core Activities:

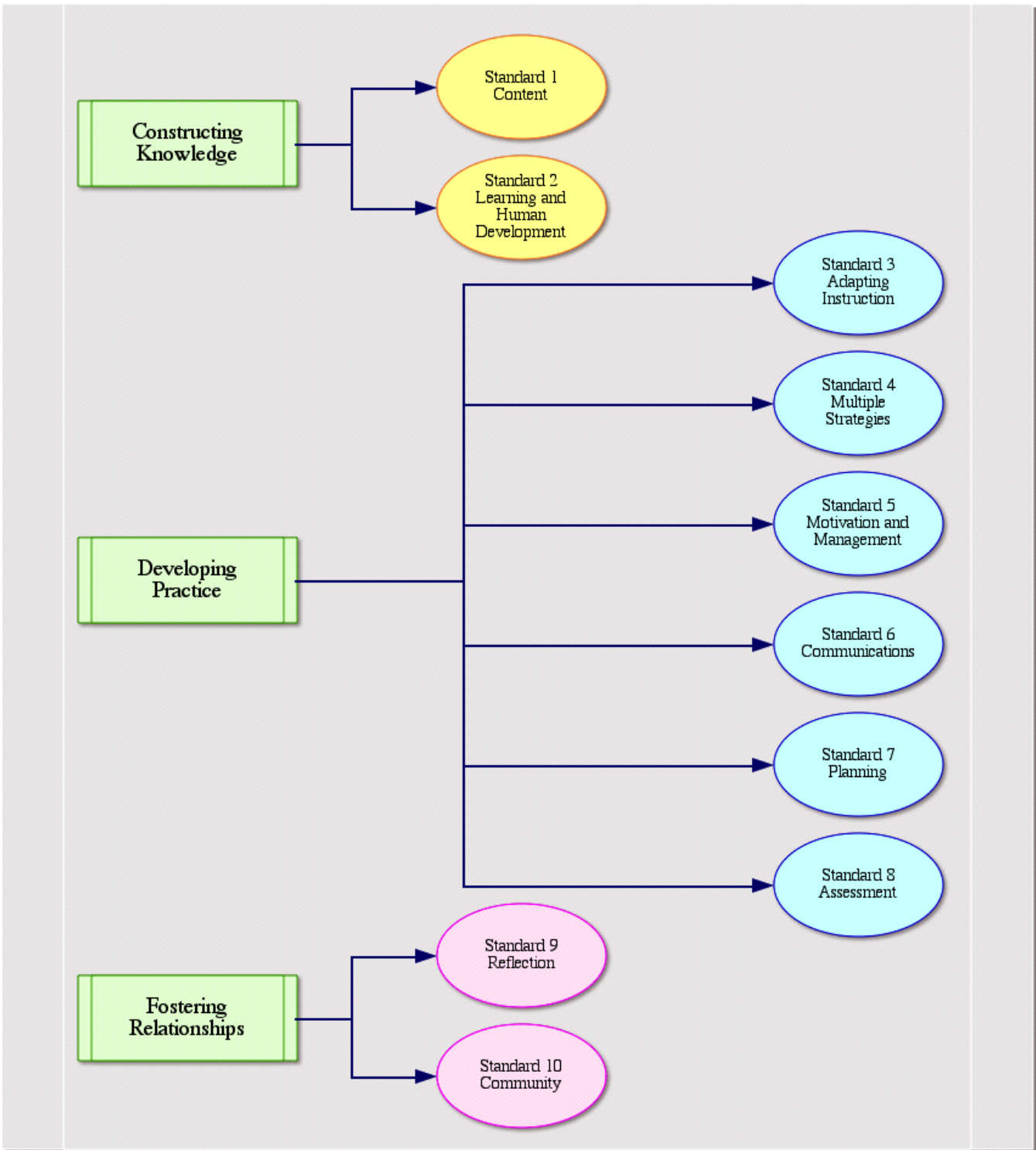
Closure:

Assessment *(How will I know if students have met the objectives?):*

Problems that might arise *(“Plan B” anticipating things that could go wrong, where might there be room for improvement?):*

**APPENDIX B:
Standards**

INTASC Standards/ Conceptual Framework



INTASC Standards 2011

The Department of Teacher Preparation at PUC has adopted the standards created by the Interstate New Teacher Assessment and Support Consortium (INTASC) to “articulate a common core of teaching knowledge and skills that cut across all subject areas and grade levels. Their purpose is to outline what all teachers should know and be able to do to help all students reach the goal of being college and career ready in today’s world.” Additionally, the INTASC standards are adopted and embraced by The Indiana Professional Standards Board. These standards are an update of the 1992 Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, which were also developed by INTASC.

For each of the ten INTASC standards (see below), specific knowledge, dispositions and performances have been defined. Complete documentation of the standards can be found online at <http://www.ccsso.org/>

INTASC Standards

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments:** The teacher works with others to create environments that support individuals and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

EXPERIENTIAL LEARNING COMPONENT

National Society for Experiential Education: Standards of Practice

For any experiential learning activity, both the experience and the learning are fundamental. There is a mutual responsibility in the learning process and in the relationship between the learner and any facilitator(s) of learning. At the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. *Intention:* All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.
2. *Preparedness and Planning:* Participants enter the experience with sufficient foundation to support a successful experience, focusing from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.
3. *Authenticity:* The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. It should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. *Reflection:* Reflection transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning and is an essential tool for adjusting the experience and measuring outcomes.
5. *Orientation and Training:* For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

6. *Monitoring and Continuous Improvement:* Any learning activity is dynamic and changing, and all involved parties are responsible for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. There must be a feedback loop related to learning intentions and quality objectives, and the structure of the experience must be sufficiently flexible to permit change in response to feedback. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. *Assessment and Evaluation:* Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8. *Acknowledgment:* Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Association for Childhood Education International (ACEI)
Education Standards 2007

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally;

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Council for Exceptional Children Standards (CEC)

In order to align our standards with the more extensive requirements of the Dual Certification Program, the standards put forth by the Council for Exceptional Children (CEC) have also been included in this course as offered by the Department of Teacher Preparation at PUC.

1. Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to Para-educators and others, such as classroom volunteers and tutors. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and

generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

NCTQ Standards for Rating the Nation’s Education Schools

The National Council on Teacher Quality (NCTQ) formulated its standards for the national review of education schools first and foremost on the basis of research. Unfortunately, the field lacks a large, solid research base connecting aspects of teacher preparation to effectiveness, a fact made abundantly clear by the exhaustive review conducted in 2004 by the American Educational Research Association. That effort reviewed research on every aspect of teacher preparation and found little to no support for almost all current practices.

In areas where there is strong research evidence — such as the degree of selectivity in choosing teacher candidates — our standards are based firmly on that evidence. Our other standards, where research is not as strong, have coalesced from research findings on teacher effectiveness, consultations with expert panels, the best practices of other nations and the highest performing states in the nation, and, most importantly, what superintendents around the country tell us they are looking for in the teachers they hire.

Grounded Clinical Practice

Standard 1: Classroom Management.

The program ensures that teacher candidates learn and practice specific techniques for managing the classroom.

Standard applies to: Elementary and secondary programs.

Standard 2: Practice Planning Instruction.

The program requires teacher candidates to design and adjust instruction to enhance the academic performance of all students.

Standard applies to: Elementary and secondary programs.

Standard 3: Measurement.

The program requires that teacher candidates gain a thorough overview of student assessment that includes practice analyzing student performance data to drive instruction.

Standard applies to: Elementary and secondary programs.

Standard 4: All Children Can Learn.

The program ensures that teacher candidates experience high-performing schools that successfully serve students living in poverty.

Standard applies to: Elementary, secondary and special education programs.

Standard 5: Student Teaching.

The program ensures that the student teaching experience includes the essential components for success: a full-time placement of sufficient length that is aligned with the school calendar, adequately supervised, and attendant to the qualifications of the cooperating teacher.

Standard applies to: Elementary, secondary and special education programs.

Preparation of Elementary School Teachers

Standards 6: Early Reading.

The program consistently prepares candidates in the essential components of effective reading instruction.

(Standard also applies to special education programs.)

Standard 7: Elementary Mathematics.

The institution provides adequate preparation and practice in the specific mathematics content and methods needed by teachers.

(Standard also applies to special education programs.)

Standard 8: Elementary Content.

The institution prepares teacher candidates to teach the core curriculum as well as have expertise in a single subject.

(Standard also applies to special education programs.)

Standard 9: English Language Learners.

The program prepares elementary teacher candidates to teach reading to English language learners.

Standard 10: Struggling Readers.

The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure

Preparation of Secondary School Teachers**Standard 11: Middle School Content.**

The program ensures that middle school teacher candidates know their subjects.

Standard 12: High School Content.

The program ensures that high school teacher candidates know their subject.

Standard 13. Secondary Methods.

The program requires that high school teacher candidates practice teaching the content of their intended subject areas.

Preparation of Special Education Teachers**Standard 14: Grade-level Subject Preparation.**

The program requires special education teacher candidates to know the subjects they are likely to teach.

Standard 15: Instructional Design.

The program ensures that special education teacher candidates practice the development of “specially designed” instruction that customizes instruction to address a range of students needs.

Entry into Program and Profession

(Applies to elementary, secondary and special education programs.)

Standard 16: Selectivity.

The program selects candidates of high academic caliber using a screen that enables comparison of their academic achievement to that of college-attending peers.

Standard 17: Outcomes.

The institution collects data related to its graduates’ performance in the classroom.

Appendix C: Disability Specific Accommodations

Accommodations

- Always review the teaching effectiveness research
- Hold high expectations for all students
- Spend time reflecting about teaching practices
- Gather information about your students
- Develop an understanding of first and second language acquisition and the challenges students are likely to face acquiring a second language
- Adopt an integrated approach to instruction
- Build trusting relationships with students and parents
- Teach students pride in their community's
- Be inviting and welcoming;
- Learn the correct pronunciation of the child's first name and of the family name, and learn a few words of the child's native tongue;
- When preparing your classroom and curriculum, make certain that the heritage of your students is reflected;
- Do not (ever) talk down to parents; Provide them with the respect you would expect as a parent;
- Enlist the support of a translator or encourage parents to bring a translator or person who can provide support to parent conferences;
- Do your best to provide written communication in the parents' native tongue;
- Interview parents to determine how they can be a resource at home or at school. All parents have time, treasure, or talent (funds of knowledge) to share in large or small ways.
- Use an Advanced Organizer

Steps in using an advanced organizer for students who tend to be disorganized:

1. Inform students of advanced organizers and suggest students take notes in an advanced organizer;

ADVANCED ORGANIZER WORKSHEET
Name:
Date:
What is the Topic?
What is the framework or picture for the information?
What do I need to do or what are the assignments?
What do I need to learn?
What is the important vocabulary?
What are the due dates and assignments for the test?

2. Identify topics or tasks
3. Provide an organizational framework—present an outline, list, or narrative of the lesson’s content.
4. Clarify the action to be taken—explain your actions and state actions expected of students;
5. Provide background information—relate the topic to the course or to a previous lesson and relate the topic to new information;
6. State the concepts to be learned—state the specific concepts and ideas from the lesson and state general concepts and ideas broader than the lesson’s content;
7. Clarify the concepts to be learned—by examples and analogies and caution students about possible misunderstandings;
8. Motivate students to learn—point out relevance to students and be specific, personal, and believable;
9. Introduce vocabulary—identify and define new terms and repeat and define difficult terms;
10. State the general outcome desired—state objectives of the instruction and learning and relate outcomes to test performance.

Guidelines that help reduce trauma associated with homework for students with ADD/ADHD

- Keep homework assignments separate from unfinished class work. Unfinished work should remain in class. This helps students to differentiate between class work and homework. If unfinished class work becomes homework (as an add-on to the already assigned homework), students can easily become overwhelmed.
- Establish routines for assigning, collecting, and evaluating homework so that students know what to expect. Students are more likely to buy-in to homework if they understand how it fits into the class room routine.
- Use homework as practice for material that has already been taught. Don't use homework as a means for teaching new information. Homework should be on the student's independent reading level and provide for review and practice.
- Identify the minimum amount necessary to demonstrate learning. Understanding and mastering the task are more important than completing an extensive amount of work. Consider shortening the task for these students. It is better that they do a small amount well than a lot of work poorly.
- Provide timelines for tasks associated with long-term assignments. Rather than telling students the date a long-term assignment is due, help them problem solve a timeline for completing the key components of the assignment. Pair them with a buddy or work cooperatively with parents to ensure that each component in the timeline is completed.
- Involve families. Communication with families (e.g. homework notebooks, recorded messages that state assignments, homework hot lines, e-mail, web sites) about both the value of homework as well as specific assignments and timelines helps families support students in completing work outside of school.

ADHD Educational Interventions

PROBLEM	SOLUTION
Listening	Provide visual displays (flowcharts, pictorials, wheels), preread questions/terms at end of chapter; assigned reading; keyword note-taking system to expand memory jogs during daily review; advance note-taking organizers from subtitles in textbook.
Distractibility	Minimize visual distracters in the environment; don't have interesting activities going on in one corner of the room while expecting the student to do his or her seatwork.
Attention Span	Have student work in short units of time with controlled activity breaks (i.e., reading break or magazine break); activities need to be interspersed throughout instruction.
Short-Term Memory	Offer review systems in a flashcard style so frequent practice can be done independently; material may need to be reviewed frequently.
Task Completion	Present work in short units (i.e., five problems on paper cut into quarters rather than on one sheet); timeframes should be short, with clear deadlines and checkpoints to measure progress; have a model available so product can be examined if directions can't be retained.
Distractibility	Have as few distractions as possible; provide a "quiet corner" for anyone who wishes a distraction-free place to work.
Impulsivity	Show the student how to do the work; have a checklist for what he or she needs to do, and have a reward system tied to the completion of all the steps.
Attention to Detail	Emphasize detail through color coding or isolation.
Test Taking	Have the student review critical details and main ideas in a flashcard system to support attention and practice specific retrieval.

Creating an Appropriate Emotional Environment

- Respond to students' feelings and intentions rather than overt behavior. When students with emotional and behavioral disorders act out or become aggressive, your first reaction might be to respond with anger or hostility, but the student is really saying "I'm hurting. Pay attention to me."
- Listen. Before responding, no matter how certain you are that the student is wrong, give the student an opportunity to explain and give his/her version of what occurred. You may not always agree with the interpretation, but by taking time to listen you demonstrate caring and concern to the student. Listening is a sign of acceptance, an important first step in helping students.
- Develop a positive relationship with the student about one topic. All students are interested in and can succeed in something that you can recognize. Discover what this area is and what the student knows about it, and make him/her the class expert.
- Establish rules and consequences to help provide the structure that students with emotional and behavioral disorders need;
- Consider changes you can make. Evaluate the classroom routines, instructional procedures, and discipline practices you use that may be contributing to the student's behavioral problems;
- Catch the student being good. You have many opportunities to recognize the student's inappropriate behavior. A greater challenge is to catch the student being good and to recognize that appropriate behavior several times a day;
- Use humor to build relationships and to decrease tension. Look for the fun in the way students relate to one another and to you.
- Create an emotionally safe classroom environment in which students accept one another's strengths and weaknesses and treat one another with respect and consideration.

Strategies to Increase a Sense of Belonging in a classroom

- Give the student the same things as the other students (e.g., desk, typical seating, locker, and name on classroom charts).
- Demonstrate respect for the student by using age-appropriate language and being a good role model.
- Involve the student in the typical classroom routine.
- Work with your educational team and students to find ways for the student to participate actively in classroom activities.
- Consult with specialists for ideas, and express your concerns.
- Encourage students to find ways to increase learning opportunities for classmates who are challenged.
- Promote equality and interactions with other classmates (e.g., remember to use the word *friend* instead of *peer tutor*, and say "go together" rather than "take ____ with you."

- Make connections among students who have common interests (e.g., sports, animals) with students with disabilities to generate interaction.

Promoting Desirable Behaviors and Decreasing Undesirable Ones

- Do not use threats. Instead, use consequences that you are prepared to execute if students do not behave appropriately;
- Establish consequences that do not punish you as well as your student. If you are stressed or inconvenienced by the consequences, you might resent the student (a circumstance that will surely interfere with the quality of the relationship you need to establish).
- Listen and talk with your student, but avoid arguing. If you are tempted to argue, recognize that you need a break and set another time to finish the discussion;
- Use logic, principles, and effective guidelines to make decisions. Do not flaunt your authority as a teacher to make students do something; Always provide a clear sense of what is right or best thing to do;
- Focus on the problems that interfere most; that is, ignore minor misbehaviors;
- Build into your instruction a strategy that shows students that the work they complete is necessary and meaningful;
- Avoid comparing a student with emotional or behavioral problems to other students. Comparisons do not help students understand and accept themselves or be understood and accepted by others;
- Resist the temptation to solve student's problems for them. Students need to learn how to resolve conflicts for themselves.
- Recognize your feelings and do not let them control your behavior.
- Let your students know how many chances he/she has before a consequence will be applied (and do not add chances later). When you tell a student this is the last chance and he/she continues to behave inappropriately, you need to follow through on whatever consequence(s) was designed.

Managing Challenging Behaviors

- *Understand why behaviors are occurring.* Students engage in challenging behavior for reasons, usually as a form of communication. A functional behavioral assessment will help you understand why the behaviors are occurring.
- *Be consistent.* All interventions should be implemented consistently so that the student understands what is expected on a daily basis.
- *Make sure that everyone is aware of the student's behavior intervention plan (BIP).* Challenging behaviors usually occur in all settings. Therefore, everyone, including bus drivers, secretaries, and parents, should implement intervention components.

- *Monitor challenging behavior closely.* It may be difficult to notice when a behavior decreases from 50 times a day to 25 times a day. Use systematic data collection and analysis to monitor your student's progress.

Adapting Instruction for Student Success

- *Use different groupings—individual, small groups, pairs, and large groups—to give students opportunities to acquire academic and social skills.* Students with emotional and behavioral disorders may have difficulty learning in whole-class instruction but do well in small-group or paired-learning situations. Also provide opportunities for students to be tutored and to serve as tutors themselves. Learning to work with others is an important skill for students with emotional and behavioral disorders. In a review of research, peer-mediated learning methods (cross-age, same-age, or class wide peer tutoring, and cooperative learning) were successful for students with emotional or behavior disorders in a range of academic subject areas and grade levels.
- *Use materials that will generate high interest.* When teachers design assignments to increase the likelihood of student success, it helps reduce incidences of inappropriate behaviors. Teachers can do this by using high-interest materials; for example, some students may enjoy working on computers while others might like to write or use artistic means for approaching. Consequently, having students compose essays, practice skills on a computer, or illustrate responses may provide better motivation than more traditional activities.
- *Provide alternative ways for students to complete tasks and demonstrate learning.* For example, students might give oral recitations to describe what they know to other students who have already mastered the material. Allow students to express their individual learning style preferences. For instance, some students work better standing up, others while sitting on the floor, still others while sitting in beanbag chairs. As long as students are working, learning, and not interfering with the progress of others, providing appropriate alternatives for completing tasks makes sense.

Working with Paraprofessionals

- *Keep your paraprofessional informed.* Students may have quirks such as having tantrums when they are touched. Inform paraprofessionals about these and other unique characteristics of your students.
- *Educate your paraprofessional.* Paraprofessionals may have limited formal education. They may benefit from some tips on working with students with ASD.
- *Create a schedule.* Use a schedule to help your paraprofessional understand your classroom. If you are out of the class, the schedule can still be followed.
- *Communicate clearly.* Just as it is important to communicate clearly with parents, you should communicate regularly with your paraprofessional so that he or she is aware of minor changes in your classroom or with your students and their families.

Vary responsibilities. Paraprofessionals may become frustrated when they are expected to supervise a student in the restroom day after day. Rotate staff responsibilities so that no person gets stuck with the “dirty work” on a regular basis.